







Faculty Mentoring Program

The Seidman Faculty Mentoring Program is part of a system of support (Graphic 1) primarily focused on new tenure track and affiliate faculty at the College but open to all regular faculty. The program provides for multiple, different mentors for each mentee over several years. Other faculty can elect to engage in Peer Observation for their own continuous improvement, and we maintain an offering of Seidman Learning Communities where informal, group mentoring takes place regularly. Topics often include several related to teaching effectiveness as well as research and scholarship. Seidman Learning Communities are open to all Seidman faculty (both regular and adjunct) as well as Seidman staff.

Graphic 1: Seidman New Faculty Support

Unit Head (ongoing)	Peer Observation (5 Yrs)	New Faculty Mtgs (3 Yrs)	1-on-1 Mentoring (2 Yrs)
<ul style="list-style-type: none"> •Policies, Process and Procedures •Tenure & Promotion Guidance •Service Guidance •College and Unit Practices •Expectations and Criteria in Teaching, Scholarship and Service •All New Faculty 	<ul style="list-style-type: none"> •Teaching Focused •Multiple "mentors" •Observing •Observed •Formative •New Tenure Track & Affiliate Faculty •Other Faculty by Request 	<ul style="list-style-type: none"> •Structured •Group Experience •Varied Topics •New Tenure Track & Affiliate Faculty 	<ul style="list-style-type: none"> •How Things Work at Seidman •Seidman Culture •Developing Networks •Addresses Research, Teaching & Service •Discipline-Specific Practices •New Tenure Track & Affiliate Faculty
			


College level mentoring is in addition to the University New Faculty Mentoring Program which is strongly encouraged for faculty in their first year at GVSU through their sixth year. The focus of this document is the **1-on-1 Mentoring** program for new tenure track and affiliate faculty at Seidman College.


Mentoring Roles

The following graphic (Graphic 2) overviews the key responsibilities of the mentor and mentee and qualities and behaviors that make each successful in their respective role.

Graphic 2: Mentor and Mentee Responsibilities & Successful Behaviors

	Mentor	Mentee
Key Responsibilities	<ul style="list-style-type: none"> • Contact Mentee to initiate the relationship • Arrange periodic contacts with Mentee • Act as an advocate and a guide to resources • Assist, help problem solve, coach and support, but do not direct or evaluate • Introduce Mentee to others at GVSU, in the community and within the profession • Help Mentee develop a mentoring network • Help Mentee assess progress towards achieving professional goals • Supplement Mentee's viewpoint with different perspectives outside the narrower department view • Maintain confidentiality 	<ul style="list-style-type: none"> • Reach out to Mentor when needed. Share topics and/or desired experiences with Mentor that will be beneficial to meeting professional goals • Formulate a tailored program and schedule with Mentor • Schedule appointments with Mentor • Develop a network to meet needs that a single mentor cannot meet • Develop self-awareness at both personal and professional levels • Maintain confidentiality
Successful Behaviors	<ul style="list-style-type: none"> • Listen actively and non-judgmentally • Ask open and supportive questions that stimulate reflection • Give thoughtful, candid and constructive feedback • Be responsive to specific Mentee needs • Provide encouragement • Be accessible with regular interactions • Keep appointments with Mentee • Build trust by maintaining confidentiality 	<ul style="list-style-type: none"> • Listen actively and non-defensively • Be open to the program and responsive to the Mentor's initiation of the relationship • Ask specific questions • Be open to sharing both weaknesses as well as strengths with Mentor • Be responsive to the interactions, discussions, advice of Mentor • Keep appointments with Mentor • Build trust by maintaining confidentiality





NOTE: This understanding of mentoring is adapted from Patty Stow-Bolea's PowerPoint "[How to be a Better Mentor](#)," presented in an FDLC meeting in May, 2011, available online at <http://qvsu.edu/s/zz>

Mentoring Program

Each fall, Academic Unit Heads will identify new tenure track and affiliate faculty to be assigned a mentor. The Unit Head will utilize the first weeks of new faculty employment to get to know the faculty and to solicit their input as to a possible mentor. By September 15th, the Unit Head will select a mentor and notify both mentor and mentee as well as the Dean’s Office. This pairing will continue for two years. If for some reason the mentoring relationship is not working, either the mentor or the mentee can approach the Unit Head and request a change.

All new tenure track and affiliate faculty are strongly encouraged to participate in the Seidman mentoring program. If, however, they choose not to participate or choose to discontinue participation any time within the two years of the program duration, they should notify their Unit Head of this decision in writing.

Suggested topics to cover over the course of the two years is provided in Graphic 3 below with the suggested semester timing noted as S1 – S4

Graphic 3: Mentoring Topics to Address by Semester (all are required unless noted as optional)

Year 1		Year 2	
Semester 1	Semester 2	Semester 3	Semester 4
<ul style="list-style-type: none"> • Orient Mentee to campus & intros • Encourage attending a College event together • Seidman culture • Syllabus “do’s/don’ts” • Seidman Learning Community overview • Career path discussion - what worked, what didn’t and relating to the Mentee’s career (S1-S2) • Assist with initial FAPs/FARs (S1-S2) • Input on teaching, scholarship and service (S1-S4) • Keys to effective teaching (S1-S4) • Work/life balance (S1-S4) • (optional) Lunch together in the faculty/staff lounge 	<ul style="list-style-type: none"> • University resources reviewed (e.g. FTLC, CSCE) • Seidman Journal List reviewed • Overview of student clubs • (optional) Bring Mentee to a Seidman Learning Community • Share service experiences (i.e. when you got involved, lessons learned, etc.) • How to increase course evaluation response rates (S2-S3) • Reinforce and assist in the development of a good working relationship between the Mentee and their Supervisor (S2-S4) • Relevant listservs, professional orgs, local/regional events (S2-S4) • Identify recommended key people to meet with (S2-S4) • Identify recommended workshops/orientations to attend (S2-S4) 	<ul style="list-style-type: none"> • Identify other faculty with similar teaching and/or research styles • Overview of Seidman Centers • Discuss different kinds and levels of service including unit, college, university and community service • How to stimulate the research pipeline (S3-S4) • (optional) Serve as an informal reviewer of Mentee’s scholarship (S3-S4) 	<ul style="list-style-type: none"> • Community resources reviewed • Suggest college and professional service opportunities in line with the Mentee’s interests • Mentee goals review

Mentor Criteria

All tenured faculty and experienced affiliate faculty who meet the criteria noted in Graphic 4 will be included in the mentor pool.

Graphic 4: Mentor Criteria

Mentors of Tenure Track Faculty	Mentors of Affiliate Faculty
<ul style="list-style-type: none">• Tenured Faculty• Meet Faculty Qualifications• Preferably a member of the same Academic Unit• Received at least a 3 on Course Evals for the year prior to the appointment to be a Mentor• Not on a Personal Development Plan (PDP) at the time of the appointment to be a Mentor• Not a direct supervisor of the Mentee (e.g. Unit Head)• Typically, not a member of the College Personnel Committee	<ul style="list-style-type: none">• Tenured Faculty or experienced Affiliate Faculty (minimum 3 years of experience at Seidman)• Preferably a member of the same Academic Unit• Received at least a 3 on Course Evals for the year prior to the appointment to be a Mentor• Not on a PDP at the time of the appointment to be a Mentor

Assessment

In order to inform continuous improvement of this program, participants will be surveyed by the Dean's Office at the end of the winter semester. Responses will be anonymous unless respondents self-identify. Feedback will be shared at Dean's Advisory Council (DAC). Surveying participants will also ensure that we are adhering to this program.

Frequently asked questions are noted in the Appendix.

Appendix

Frequently Asked Questions (FAQ's)

Question. ***Who initiates the first meeting of the Mentor and Mentee?***

Answer. The mentor should initiate the first contact with their mentee within a week of receiving their mentee name.

Question. ***What happens if the Mentor/Mentee relationship is not working out?***

Answer. If the mentor and mentee have discussed the relationship concerns and cannot come to a mutually agreeable resolution, they should bring their concern to their Unit Head. The Unit Head can then assign a new Mentor for the remainder of the 2 year period.

Question. ***What if the Mentee does not want to meet with a Mentor?***

Answer. The mentee can choose not to participate in the program. In that case, they should put this in writing and provide the notification to their Unit Head who will notify the assigned mentor and the Dean's Office.

Question. ***What if the Mentor does not want to meet with their Mentee?***

Answer. The Mentee should bring this concern to their Unit Head for resolution.

Question. ***Does the Mentor observe the Mentee in the classroom?***

Answer. Seidman has a separate program called the Peer Observation program which is designed specifically to provide faculty with formative input on their classroom performance. Therefore, we have not included classroom observation in the 1-on-1 mentoring process at Seidman. This does not preclude the Mentee from asking their Mentor to observe them in the classroom if they so choose. However, it is not required.

Question. ***Can a new faculty ask for additional mentors?***

Answer. Faculty are encouraged to develop a network of mentors to provide guidance and input on their range of responsibilities. However, in order to manage resources, Seidman will assign only one mentor to each new Tenure Track or Affiliate faculty or experienced faculty who requests one.

Question. ***Is there a required number of meetings the mentor and mentee should have each year or over the two year period?***

Answer. No. It is up to each mentor/mentee pair to determine how often and how long to meet based on the goals and needs of the mentee. Early in the relationship, the mentor and mentee should develop a customized approach to the mentoring relationship.

Question. ***Who do we talk with if there are concerns about this program?***

Answer. Discuss concerns with your Unit Head. If necessary, they will bring the concerns to the Dean's Office for discussion and resolution.

Question. ***What do I do if I am on the College Personnel Committee and we are making a personnel or salary recommendation that impacts my mentee?***

Answer. Generally, we will try not to assign a mentee to a member of the CPC however when this happens or if a mentor is later added to the CPC and this circumstance arises, the mentor must recuse themselves when personnel or salary recommendations are being made.